Welcome to CPI's 

eRefresher Series for 
Nonviolent Crisis 
Intervention® Certified 
Instructors 

Moderator: 
Dr. Randy Boardman, 
CPI's Executive Director 
of Research and 
Development
eRefresher Series

- Pre-Test (available on demand)
- Unit I: The CPI Crisis Development Model® (available on demand)
- Unit II: Nonverbal Behavior
  - Unit III: Paraverbal Communication: January 12, 2011
  - Unit IV: Verbal Intervention: February 9, 2011
  - Unit V: Precipitating Factors, Rational Detachment, Integrated Experience: March 9, 2011

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Unit VI: Staff Fear and Anxiety
Unit VII: CPI’s Personal Safety Techniques®
Unit VIII: Nonviolent Physical Crisis Intervention®
Unit IX: Situational Role-Plays
Unit X: Postvention, Post-Test, and Evaluation
Improving Training Transfer

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Outline for Sessions

- Primary Objective
- Meeting the Primary Objective
- Instructional Objectives
- Facilitation Dynamics
- Content Presentation
Outline for Sessions

- Unit Discussion
- Transitions
- Ideas for Your Refreshers
- Reinforcing Adult Learning
- Questions

Materials You Will Need

[Images of materials]

Nonverbal Behavior

[Image of presenter]

Today's Presenter: Susan Keith
Program Developer and Professional Staff Instructor
Nonverbal Behavior

The CPI Crisis Development Model™

Crisis Development/ Behavior Levels | Staff Attitudes/ Approaches
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1. Anxiety | 1. Supportive
2. Defensive | 2. Directive
3. Acting-Out Person | 3. Nonviolent Physical Crisis Intervention™
4. Tension Reduction | 4. Therapeutic Rapport

Poll Question 1

1. Check statements that are true about Unit II: Nonverbal Behavior.

- Provides a great opportunity for staff to get to know each other.
- Helps us understand how a person in crisis escalates.
- Raises awareness levels about personal space.
- Connects participants to their own experiences.
- All of the above.

Primary Objective

To demonstrate the importance and impact of nonverbal communication during a crisis.
Meeting the Primary Objective

• Causes an emotional response—experience “safe” level of anxiety.
• Opens channels of learning.
• Allows participants to experience their own personal space.

Instructional Objectives

Participants will be able to:
1. Raise awareness of nonverbal communication during interventions.
2. Illustrate how personal space or proxemics affects the Anxiety level of an individual.
3. Illustrate how body posture and motion or kinesics affects the Anxiety level of an individual.
4. Emphasize prevention and de-escalation of a crisis by fostering awareness of nonverbal communication.
5. Provide the best possible Care, Welfare, Safety, and SecuritySM for all stakeholders.

Facilitation Dynamics

• Use your Manual to prepare.
• Follow teaching method: demonstrate – participate – explain.
• It is important that all participants get up and get involved in this first activity.
• Importance of all participating at the same time.
Facilitation Dynamics

Demonstrate
- Ask for a volunteer.
- Ensure demonstration is visible to all.
- Show and tell participants exactly what you would like them to do.
- Give clear cues and directions.

Facilitation Dynamics

Participate
- Control group exercises.
- Use cues to begin exercise.
- Observe and monitor.

Facilitation Dynamics

Explain
- During exercise, briefly discuss participant experiences.
- When lecturing remember: Term – Definition – My example – Their example.
- It is important to make connections between the exercise and your lectures.
Poll Question 2

2. Why is it important to conduct the exercise in this unit before the lecture?
   - To get it over with.
   - Provides an example of the Integrated Experience.
   - Creates a safe level of anxiety.
   - Helps raise awareness of personal space and body language.

Unit Discussion

Proxemics
- Recognize how individual personal space can be.
- Discuss general and specific examples.
- How might raising your awareness of proxemics aid in preventing escalation?
Unit Discussion

Kinesics
- Who are the individuals you support?
- Will a person’s perception of nonverbal behavior change based on where he is at in the CPI Crisis Development Model®?

Unit Discussion

Supportive Stance™
- This is the first Classroom Model.
- Can this be used for prevention?
- When might there be difficulties/challenges using the stance?
- Encourage problem solving.
- Variations in a seated position.

Early Understandings
- Increased awareness of my own personal space.
- Actions may speak much louder than words.
- I can control my own nonverbal behavior.
- Clear examples of Integrated Experience.
Poll Question 3

3. Check the best examples of transitions from Nonverbal Behavior to Paraverbal Communication.
   - OK, Unit II is done; now let’s go to Unit III.
   - What connects what we look like to what we say?
   - Another area of communication we can control is how we sound.
   - Can someone define paraverbal communication?

Transitions

Transitions help link chunks of content.

Within the unit:
- Let’s talk some more about what that experience was like.
- How did this exercise help to raise your awareness level of nonverbal behavior?

Transitions

Between units (forward and backward):
- There is one other component to our communication that bridges between the nonverbal and what we actually say.
- How does nonverbal behavior change at different levels of the Crisis Development Model?
Ideas for Your Refreshers

• Adapt to fit your unique environment or population.
• Focus on their examples.
• Application of concepts, utility.
• Assign pre-class work.
• Games, activities, flash cards, bus stops.

Additional ideas can be found at crisisprevention.com.
Go to the Training Center > Resources > Article Library and Training Activities, Exercises, and Tips

Also consider using the DVD Refresher Training Program: Louder Than Words: How to Intervene with Nonverbal Individuals
• This is a formal refresher option.

Reinforcing Adult Learning

• Creates shared experience.
• Adults benefit from experiential activities.
• Links new information to existing knowledge.
• Learners tap into their own experiences/realities.
• Promotes problem solving.
Reinforcing Adult Learning

- Discovery learning.
- Appeals to the different learning styles previously discussed.
- Reinforces learning.
- Keeps learning interesting and the content more relevant.

Questions?

Please feel free to submit a question.

We will answer a few in the remaining time.

If we do not cover your question on air, we will contact you within a few days or just call Instructor Services at 877.877.5390.

Thank You

The next webinar in this eRefresher Series will be:

Date: January 12, 2011
Time: 10:00 a.m. CT
Topic: Unit III: Paraverbal Communication